

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	<small>Place date stamp here.</small>
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Miller Grove ISD	112-907		
Vendor ID #	ESC Region #		
1751613618	8		
Mailing address	City	State	ZIP Code
7819 FM 275 South	Cumby	TX	75433

Primary Contact

First name	M.I.	Last name	Title
Gary	L	Billingsley	Principal
Telephone #	Email address		FAX #
903-459-3288-222	sjohnson@mgisd.net		903-459-3744

Secondary Contact

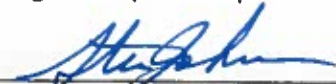
First name	M.I.	Last name	Title
Emma	L	Hudson	Special Programs Coordinator
Telephone #	Email address		FAX #
903-459-3288 Ext 224	ehudson@mgisd.net		903-459-3744

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Steve	P	Johnson	Superintendent
Telephone #	Email address		FAX #
903-459-3288 Ext 222	sjohnson@mgisd.net		903-459-3744
Signature (blue ink preferred)		Date signed	



2-1-2018

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately; in Part, three of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Campus 1-6th-12th

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Education reform and the quality of schools seems to be one of the top items on the list of national concerns these days. The use of technology in classrooms shares top billing with the standards and assessment movement as ways to improve education www.ets.org. The world is ever changing and in order to keep up with all the changes, technology is a must. Technology itself is rapidly changing phenomenon. For many districts, it is not quite as hard to purchase and keep current the technology, but for rural schools it is very cumbersome. Miller Grove ISD is located in a very rural area. Miller Grove is an unincorporated town in Hopkins County and has a population of 115 at the last census. Miller Grove ISD is a 1A school with 151 students 6-12th. Many of the students live outside of the unincorporated town, but within our school district, due to limited housing. Most of the town is farmland, which is the main occupation of the residents. As we are moving faster and faster with technology in learning, being a rural area makes for several obstacles for our students and parents. The median income in Miller Grove is \$49,500 and \$51,000 for Texas. Many of the households within our school district cannot afford a computer in their homes. Several do not have internet access either, except with the data package on their cellular plan. According to the Center of Digital Education, one-quarter of families that earn less than the median income don't have Internet access outside of their mobile data plans <http://www.centerdigitaled.com>. In the last Census Bureau that was conducted, only 75.6% of American households had computers in their home and 71.7% had internet access. As a school district that is over 50% economically disadvantaged, the burden for technology needs cannot fall on to our parents, but must fall onto the school district. Research shows that helping teachers learn how to integrate technology into the curriculum is a critical factor for the successful implementation of technology applications in schools. However, we must first have up-dated technology readily available to the students. If there is not technology available for the students to use on projects or homework, then it is hard to integrate it into the learning. We also need to ensure that our students are leaving our school and entering into the world with the same opportunities and knowledge as all the other schools in Texas.

Miller Grove ISD plans to begin a program called the Lending Tech. This program will allow students to borrow technology equipment from the school either on a day-to-day basis or on a long-term agreement. The students and parents will sign an agreement with the school in regards to the Lending Tech Program requirements. Miller Grove plans to purchase approximately 160 new Chromebooks, 20 laptops, additional warranty, Goggle Management License, and work with the local internet service provider for those students who do not have internet access in their homes. There will also be a form that must be filled out stating that the internet will only be used for educational purposes. Students will be allowed to check-out devices on an as-needed basis or for a long-term period. They will be able to do educational work for their high school instructors and also college instructors for their concurrent and dual-credit classes. These devices will be available to Miller Grove students and a detailed log and maintenance check form will be maintained by the Technology Director. When used in the classrooms, teachers will ensure devices are used properly and their condition is good. The Technology Director will check the condition of the devices each six weeks and conduct random checks as needed. He will also keep up with the status of the devices via online programming.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 112-907			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$50,000	\$0	\$50,000
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$50,000	\$0	\$50,000
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$50,000	\$0	\$50,000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$50,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$7,500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 112-907		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$0
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 112-907		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$50,000
Grand total:		\$50,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 112-907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 112-907			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	84	55.6%	
Limited English proficient (LEP)	11	7.28%	
Disciplinary placements	9	5.96%	
Attendance rate	NA	96.4%	
Annual dropout rate (Gr 9-12)	NA	0%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution
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Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							26	18	22	22	20	23	20	151

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Schedule #13—Needs Assessment

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Miller Grove ISD is located in a very rural area. Miller Grove is an unincorporated town in Hopkins County and has a population of 115 at the last census. Miller Grove ISD is a 1A school with 151 students 6-12th. Many of the students live outside of the unincorporated town, but within our school district, due to limited housing. Most of the town is farmland, which is the main occupation of the residents. As we are moving faster and faster with technology in learning, being a rural area makes for several obstacles for our students and parents. The median income in Miller Grove is \$49,500 and \$51,000 for Texas. Many of the households within our school district cannot afford a computer in their homes. Several do not have internet access either, except with the data package on their cellular plan. According to the Center of Digital Education, one-quarter of families that earn less than the median income don't have Internet access outside of their mobile data plans <http://www.centerdigitaled.com>. In the last Census Bureau that was conducted, only 75.6% of American households had computers in their home and 71.7% had internet access. As a school district that is over 50% economically disadvantaged, the burden for technology needs cannot fall on to our parents, but must fall onto the school district. Research shows that helping teachers learn how to integrate technology into the curriculum is a critical factor for the successful implementation of technology applications in schools. However, we must first have up-dated technology readily available to the students. If there is not technology available for the students to use on projects or homework, then it is hard to integrate it into the learning. We also need to ensure that our students are leaving our school and entering into the world with the same opportunities and knowledge as all the other schools in Texas.

This program will be conducted at our secondary level grades 6-12th. It is considered one campus PK-12th however, 6-12th are actually located in a separate building. These students have been chosen to participate because it was researched that these grades have a greater need for the outside technology availability.

Needs Assessment Process**Step 1**

- Gather the needs-related information - Information gathering can be time-consuming, so it is helpful to set a reasonable schedule and try to stick to it. All stakeholders would be surveyed. All questions should be centered around answering these 3 questions: 1). How many people, including students benefit from this program, 2). Would this program create solutions to other organizational problems-such as time management, up-date technology, etc...3).How much would the students, parents and district benefit if these technology needs are met. These would also be used to set the priorities of the needs.

Step 2

- Sift through and prioritize the needs or requirements- Once information has been gathered, we must review the needs and determine which ones are most important. First, you must extract the key nuggets - the statements of discrete, separate needs, each of which can be assessed and addressed. Hopefully, many participants will cite the same or similar needs. Keep these needs to a reasonable number, perhaps by listing the needs at a fairly general level. Remember, at this point there is no need to think about how the actual technology will work; focus on what the participants need and want to be able to do. Next, we must prioritize the needs. As a management technique, it may be helpful to separate our instructional needs from administrative needs, but keep in mind that there is no magic formula for doing so. Still, keeping the big picture in mind is both helpful and necessary. Use the questions above as a litmus test for prioritizing. Then the area will be shifted to focus on what devices and software will be needed by the students and teachers to ensure the appropriate software and devices are purchased.

Step 3

- Document the results-Document as much as possible. MGISD believes that a good rule of thumb is to pretend your involvement with the project will end at this phase, and someone will have to pick up where you left off. A general statement of needs is what is required.

These steps must be on-going and not just at the beginning of the project.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students do not have computer access outside of the classroom for any projects, homework, research, etc...	Give the students the opportunity to borrow technology equipment to meet their needs and allow them to work outside of the classroom.
2.	Teachers cannot give assignments that require outside technology because not all students have the equipment.	Give the students the opportunity to borrow technology equipment to meet their needs and allow them to work outside of the classroom.
3.	Students do not have internet access at home to do assignments, research, connect to lessons online.	Student do not have internet access at home to do assignments, research, connect to lessons online.
4.	Parents do not have other methods of checking their student's grades or contacting the teacher other than calling the teacher or school.	Parents could keep up-to-date with their student's grades and be able to be in constant contact with the teachers via e-mail.
5.	Miller Grove ISD cannot afford to equipment students with the necessary technology to take home and provide all necessary technology within the classroom.	Allow Miller Grove ISD to focus more on the technology within the classroom but still meet the need of the technology outside of the classroom and it would also all be up-to-date with warranty.

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Schedule #14—Management Plan

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Special Programs Coordinator	Bachelor of Professional Accountancy, Master of Science in Education, Business 6-12 th Certification, Principal Certification, and Texas 21 st Century Grant Writer, Project Director with 21 st Century Cycle 6 & 8, 18 years in education. Specific to title holder.
2.	District Technology Coordinator	Bachelor of Agriculture, Bachelor of English, and Master of Technology Management
3.	High School Principal	Bachelor of Science, Master of Education, History 6-12 th , PE EC-12 th , Principal, and Superintendent Certifications. 15 years in education. Specific to title holder
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Determine which students need the Lending Tech	1. Discuss with the teachers the need-which students	05/01/2018	08/31/2019
		2. Give students the opportunity to sign up for the program	05/01/2018	08/31/2019
		3. Rank students by highest need	05/01/2018	08/31/2019
		4. All students who need a computer are given opportunity	05/01/2018	08/31/2019
		5. Give students the program agreement to be signed by them and their parents/guardians	05/01/2018	08/31/2019
2.	Order appropriate technology equipment to meet student/district needs	1. Work with Technology Director to ensure what types of equipment are needed	05/01/2018	08/31/2019
		2. Research companies have the best prices for the best equip.	05/01/2018	08/31/2019
		3. Order all equipment and ensure it works correctly	05/01/2018	08/31/2019
		4. Register for all warranties	05/01/2018	08/31/2019
		5. Create a timeline for updating equipment throughout year	05/01/2018	08/31/2019
3.	Assign the proper technology to the proper students	1. Determine which technology is needed	05/01/2018	08/31/2019
		2. Meet w/teachers to access their student's technology needs	05/01/2018	08/31/2019
		3. All parties will sign agreement and technology director will keep a document on who has what technology equipment	05/01/2018	08/31/2019
		4. Allow more students to use technology in the classrooms at same time	05/01/2018	08/31/2019
		5. Ensure students have correct software/devices for courses	05/01/2018	08/31/2019
4.	Assess the program effectiveness and the condition of the equipment	1. Meet with teachers to see if technology is meeting their needs	05/01/2018	08/31/2019
		2. Meet with the students to see if technology is meeting needs	05/01/2018	08/31/2019
		3. Assess the equipment on timely basis to check the condition	05/01/2018	08/31/2019
		4. Conduct random checks as well as each six weeks checks	05/01/2018	08/31/2019
		5. Monitor the usage online	05/01/2018	08/31/2019
5.	Work with local service provider	1. Meet with Local Service Provider	05/01/2018	08/31/2019
		2. Give options to students with no service	05/01/2018	08/31/2019
		3. Assess the program with parents and LSP	05/01/2018	08/31/2019
		4. Monitor usage	05/01/2018	08/31/2019
		5. See who qualifies for the reduced internet rates	05/01/2018	08/31/2019

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal setting process is about the discipline in the organization. Miller Grove ISD has to objectively monitor the whole process, and it has to prepare corrections. Everyone must be on the same page when the process begins and everyone must be able to have a voice in the implementation process to ensure buy-in. The SMART goal setting process is a part of the performance management. It has to be well connected with the program appraisal process. The faculty and staff have to see the logic behind both processes. "The goals cannot be disconnected from the appraisal of the program. Designing the efficient process is a requirement. Monitoring goal progress is a crucial process that comes into play between setting and attaining a goal, ensuring that the goals are translated into action," said lead author Benjamin Harkin, PhD, of the University of Sheffield. To monitor the goals and objectives Miller Grove ISD will: 1) Establish Key Performance Indicators, 2) Set up monitoring and measurement systems, 3) Collect and record data, 4) Data analysis, and finally 4) Use information for reporting, improvement and adjustment. But the truth is, sometimes even with the best intentions the plan does not work. It is important that we adjust as need and are willing to be flexible. Continuous monitoring is important to ensure that adjustments can be made when necessary and in a timely manner. Consideration and time must be given to allow the plan to work and if it still needs to be adjusted then wiliness to change the current goal is crucial. All stakeholders will be included in the decision making process as to what changes need to be made based on the data findings. All changes that need to be made will be communicated to all stakeholders electronically and in memo form. If significant changes are made, a meeting will be held for all stakeholders.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Up to this point, the efforts towards this planned project have been the research and gathering of data. All stakeholders have been surveyed, possible instructors have been verbally contacted to gain insight, and a meeting has taken place with the superintendent to ensure support of the projected plans. The district special programs coordinator who has experience running a grant and handling all the financial expenditures will be responsible for this grant also. Miller Grove ISD wants to meet the needs and interests of all of students; however, cost effectiveness is an important factor for the programming as well as we want to make sure the right technology equipment is purchased for the students. Before beginning the programming Miller Grove ISD will host a meeting to set forth all the expected guidelines and gain signatures from the appropriate parties. It is with the utmost importance that not only is the right equipment purchased, but also that it is maintained and respected at all times.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Implement Analysis	1.	Competent and Effective Processes
		2.	Appropriate purchase and use of technology equipment
		3.	Appropriate contextual influences
2.	Content/Program Analysis	1.	Clarity and comprehensiveness with engagement
		2.	Effective timelines with support for diversity
		3.	Resources and staff development
3.	Comparative Analysis	1.	Appropriate use of analysis
		2.	Appropriate selection of disaggregation of outcome measures
		3.	Statistical tests
4.	Student Outcome	1.	Multiple assessments
		2.	Enrollment patterns-use log
		3.	Attitudes about technology and use
5.	Report Preparation	1.	Prepare detailed reports
		2.	Ensure evaluators independence
		3.	Synthesis and evaluation of evidence

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data collection will be gathered at the end of each 6 weeks and more often if needed. Student check out log or long-term log will be evaluated, and students, teachers, and parents will be contacted. Grades a rigor of assignments will also be assessed in order to see if the use of technology inside/outside of the classroom is truly making a difference. We are such a small school so project delivery should not be hard as the technology director is also located on the campus with the 6-12th grade. The Technology Director will keep a log of all technology lending data.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MGISD has 2 computers in most classrooms and some are configured as labs with 12-25 workstations in those rooms. In addition, there are two chromebook carts with 30 Chromebooks in each and 2 MacBook carts with 20 in each. These were either purchased with technology funds or donations from university surplus. The donations are comprised of technology equipment that the university is no longer in need of because they have purchased new equipment and these are outdated. These are available only on a first-come, first-serve basis. Almost all of this equipment is only available to the students during the school day and cannot be checked to them outside of the school day because it is needed in the classrooms. Only a limited amount of the technology can be loaned out to the students for after-hours and these are only for the dual-credit students. Technology funds are very limited at our school.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology-lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided front side only. Use Arial font, no smaller than 10 point.

We live in an ever-changing world and MGISD knows it must keep up with the technology changes as well. It is MGISD mission to Mold students for success by fostering creativity, strong work ethic, academic excellence, and respect for self and others. In order to do this, three goals are:

- Miller Grove ISD will prepare students academically for post-secondary pathways, by provide learning opportunities and programming that allows all students to develop emotional maturity, professionalism, technical abilities, and an awareness of post-secondary options. The program aligns with this goal by increasing the student's technical abilities, academic excellence and respect for other's property.
- Miller grove ISD will implement strategies that will engage families, educators, businesses, and other community members in the educational process. Parents will be informed of student progress and activities. The program aligns with this goal also by giving the parents internet access to stay connected and being informed
- Miller Grove ISD will prepare students and staff to obtain a collective understanding of the emerging technologies, their applications for teaching, learning, and creative inquiry. Technology will be integrated into all content areas. This program will allow the students to implement technology into their classroom because the students will be able to work with the technology outside of the school day also.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A Local Service Provider (LSP) has a plan already in place that allows individuals who are already on government assistance to receive internet/home telephone services at much lower rate. MGISD contacted them to discuss the possibility of providing the internet service to those families in need, even those not on government assistance. The LSP stated that this should not be a problem and that we could pay the LSP directly. There would be an agreement drawn up for all parties to sign. This agreement would limit them to only utilize the internet for educational purposes. Since our students live so far from the school, there is not a central location that would be beneficial for all students to access the internet at the same time.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending program would not only align to the current curriculum, instruction, and classroom management, it would enhance it to a much greater level. The lending program would allow our students to work on other assignments within the classroom and then either additional assignments or more rigorous assignments outside of the classroom. Our classes are only 45 mins long and that is not enough time to get all the instruction in that is needed. The lending program would allow the teachers to extend the learning day to incorporate more technology into the student's learning. In addition, when students are engaged and use more, more technology to enhance their learning, there are fewer disruptions, and classroom management is much easier.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Digital instruction is being used in a variety of classrooms at MGISD. Instructional materials are becoming more popular each year. Digital instruction is used most commonly in the English and Spanish courses. In English, the instructor is utilizing digital instructions through Google Classroom, Google Doc, and DocShare. In the Spanish courses, the instructor does all of her lessons on a digital textbook. She can even grade her student's assignments from anywhere that she is located if there is an internet connection. This is also the same for her students; they can do the assignment from anywhere that has the internet. She is able to remote in, check the status of the assignment, and see how much progress the student is making. If the student could take technology devices home and have internet access at home, they would be able to stay caught up with their assignments even if they are out of school for various reasons. In the English class, digital learning allows the students to work at the same time on a document and allows the instructor to critique and make any changes as needed. Digital learning is the new way and we must have the technology readily available to be able to learn in the same manner as every other student in public schools, as well as providing the resources to the instructors.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When using the devices on campus, internet access will not be a problem because there are wireless access points in every classroom. All of the buildings on the campus are connected via fiber-optic ring. Our technology director is located on the same campus as the students who will benefit from this program. If they have any issues on the devices, they will be able to take them directly to him. The Local Service Provider also has a technical support department available during and outside of non-working hours. This will be a benefit for those students using the devices at home. It is also a DSL form of internet and not dial-up, so the connection should be strong at all times. Warranty and support services will also be available for 3 years from the vendors.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology Services will be responsible for the check-in and checkout of the devices, and for maintaining proper working condition. The principal and special programs coordinator will work with the teachers to establish the need level for each student.

The device check-in and out process will be conducted as following:

- Students will be approved for the use of the device
- An approved list will be given to the Technology Director
- The Technology Director will then assign a student the appropriate technology equipment
- The check-in and out log will be maintained by the Technology Director in the form of a spreadsheet or google doc
- The log will specify what devices the students have based on asset tags that will also be documented in the district technology inventory
- A physical inspection will be conducted each six weeks as well as teacher checks when in use and random checks if necessary
- The Technology Director will also monitor all devices through the Google Admin Console to ensure proper usage.

TEA Program Requirement 7: Describe how technology-lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All devices that are purchased will be included in the district's inventory records and will be insured and maintained just like any other school property. While the laptops/Chrome Books will be covered by the extended warranty purchase, the external accessories will be replaced as needed. Students will be held to the same policies and procedures when using these devices as they would with any other school asset. Students and parents will sign a detailed agreement before they will be allowed to check out the devices from the lending program. Any misuse will be handled per the Miller Grove Student Code of Conduct.

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